
AN EXAMINATION OF SOCIAL MEDIA REPORTAGE AND ITS IMPACT TOWARDS PROMOTING SCHOOL DEVELOPMENT IN NIGERIA: A STUDY OF SUCCESS ADEGOR'S VIRAL VIDEO

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Abstract

The study investigates Stephanie Idolor's short video clip on Miss Success Adegor's school fees payment saga that went viral in social media. The study aims to establish whether discussions on social media have impact on society particularly in the area of school administration. The findings resonated with a high awareness of 78% creating grand means of between 1.556 to 1.784 on all measurable items on knowledge to activate practical experiences at 0.05 level of significant to show that a strong relationship exists between the Stephanie Idolor's short video clip on Miss Success Adegor and the desire of teachers, parents, and school administrators to intervene in the administration of primary schools in Nigeria. The findings are further substantiated with 2.373 and 0.8499 coefficient scores for awareness and knowledge at positive levels to suggest that both variables have a positive association with the administration of primary schools in Nigeria.

Keywords: *Communication, Nigeria, Social Media, School Administration, Success Adegor*

INTRODUCTION

The communication wizard, Marshall McLuhan, many years ago, predicted the concept of the global village. Today, McLuhan's dream has been made real with advancements in the world of Information and Communication Technologies (ICTs). The internet cum social media milieu propelled by constant developments in ICTs encapsulates what there should be in McLuhan's global village dream to humans. The internet is a computer network that connects millions of computers across the globe. Thus, the need to connect, interact and have access to people and content constitutes the many reasons the world has come to embrace the internet.

The evolving nature of the internet, especially in the late 1990s as broadband made it possible for websites that allowed users to create and upload content to come on board (Yibeikas, 2019; Dewing, 2010). Owing to scientists' constant fragmentation of ICT tools into several components, SixDegrees.com materialized as the first social network site in 1997 and has given birth to different social media outlets. Presently, there are many social media channels with billions of users (Habes, et al. 2020; Fotis, 2015), making it possible for any information that plops into the social media to readily find an avenue for its speedy propagation.

According to Dewing (2010:1), the term social media refers to:

A wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities. The kinds of Internet services commonly associated with social media (sometimes referred to as "Web 2.0") include the following: Blogs, Short for "weblog," a blog is an online journal in which pages are usually displayed in reverse chronological order; Wikis - a wiki is "a collective website where any participant is allowed to modify any page or create a new page using her Web browser such as is Wikipedia; Social bookmarking, Social bookmarking sites allow users to organize and share links to websites, examples include Reddit, StumbleUpon and Digg; Social network sites such as facebook, WhatsApp; Status-update services, also known as microblogging services, such as Twitter; Virtual world content, sites that offer game-like virtual environments in which users interact and Media-sharing sites that allow users to post videos or photographs such as YouTube, Pinterest, and Instagram.

The evolutionary trajectory of communication is intricately woven around technological advancement. As more devices became available to the generality of the people so is information dissemination becoming more democratized. Nowhere is this more visible than in the emergence of Social Media. Akashraj and Pushpa (2014) stated that networking and media provide a powerful communication tool with which a never-ending transfer of knowledge can quickly be achieved when people are connected. The authors stressed the existence of such media for development provides conveyor belts for cultural, socio-economic, poverty reduction, health care, good governance, environmental protection, and community development. To Avis (2015) media for development can be applied for civic engagement, transparency, and accountability. The author noted that the internet propelled by Information and Communication Technology has had a strong impact on the political, economic and social sectors of societies.

Nigeria dominates Africa with 55.5% of the population, representing 111,632,516 internet users. This means all the advantages attributed to the use of the internet by Akashraj and Pushpa (2014) with support from Avis (2015) should help to drive the development process in Nigeria. This explains why a short video clip of Miss Success Adegor made by Stephanie Idolor that appeared in the social media on March 14, 2018, was able to play up an otherwise remote occurrence in a small corner of Okotie-Eboh Primary School, Sapele, Nigeria. Outside of Miss Adegor's flawless, fluent and sonorous use of the Pidgin Language which is the trademark of Warri-Sapele people of Nigeria, to express her pain of being driven from school rather than being flogged and allowed to remain in school, the video went viral because many Nigerians who participate in the social media sphere through internet connectivity reacted to it.

One of the main issues that played out as a result of the video is the wretched photograph of Okotie-Eboh Primary School with leaking roofs, no ceiling and squalid walls that were broadcast to add verve to the claim that the Miss Adegor story goes beyond her grouse of being sent home rather than remains in school and achieves her desire to be educated. It opens up the frontiers of the deplorable environments in which children are sheltered as classrooms to learn. It equally reveals the disgusting side of primary school administration and development in Nigeria that is inundated with tales of illegal fees

collection, teachers and education officials aided examination malpractice and other forms of corruption.

To corroborate the above views, Izobo-Martins et al. (2014) and Tahir (2005) are of the view that schools in Nigeria are in terrible states and only represent environments where children cannot learn. Nwakpa (2015) observed that a visit to primary schools shows all is not well with the school system in Nigeria where the government is expected to provide educational services, instructional materials, school facilities, teaching, and non-teaching personnel.

On corruption in schools, Mumuni and Sweeney (2013:308) alerted scholars of the massive fraud involved in the administration of funds in Nigeria's Universal Basic Education Commission (UBEC). The authors noted that #3.3 billion (the US \$ 21 million) "had been lost in 2005 and 2006 to illegal and unauthorized utilization of funds" in a scheme introduced in 1999 to provide free, and compulsory basic education for every child of school-going age. For Nwaokugha and Ezeugwu (2017), the platforms for the administration of primary school in Nigeria is dirty and soiled with bad parents who are prepared to give bribe in order to see their children through school; corrupt teachers who are neck-deep in aiding and abetting examination malpractice and schools' administrators who will take the monies met for development of primary schools for personal gains.

The poor administration of primary schools undermines academic integrity that ought to be weaved around the immeasurable values of undertaking and discharging responsibilities, applying the principles of fairness to ensure the rights and privileges of pupils are protected, respecting the children and treating them for who they are and being honest in the discharge of one's duties (Whawo, 2015). In a quick investigation into the Miss Adegor's saga, over 95% of teachers and heads of primary schools interviewed agreed that different levies are collected from pupils and the same remitted to school administrators' offices. According to some heads of schools, such illegal funds are sometimes ordered to be diverted for the purchase of pieces of chalk, dusters and other items needed for the education of the children that are never supplied (Researchers' field work, 2019).

In a News Agency of Nigeria (NAN) circulated story published by Punch Newspapers (NAN, 2019) "The Citizens Advocacy for Social and Economic Rights" corroborated the findings of the Quick Field Investigation reported above while condemning the suspension of the Head Teacher of Okotie-Eboh Primary School where the Miss Adegor's story emanated. The advocacy group noted that the suspension is "a cheap diversion from the Delta State Government's failure to provide free, qualitative basic education." It further adds that the "Head Teacher was used as a scapegoat since there was evidence that heads of schools in Delta State where the Miss Adegor's story breaks and other schools in Nigeria had been authorized by the government to collect certain fees and levies from pupils"

The scenario above painted the poor settings in school administration and development in Nigeria that had gone unnoticed or has not been given adequate attention over the years. What could be responsible for this development? To Lovelace (2014) history has always been told from the victor's side. The oppressed have their voices subdued. Could it be that while 55.5% of Nigerians air their views on the social media, the messages they share never get to the grassroots or are never actualized for the purposes such messages are met to achieve?

Ifijeh, Iwu-James, and Adebayo (2016:53) contended that Nigeria's very high internet usage does not translate or "necessarily imply digital literacy". The authors maintained that

56.9% of Nigerians are illiterate and can be classified as not digital inclusive. These views plunged into Keough (1998:187) submission that “practitioners of participatory development are often faced with the challenge of bridging the gap between ideals and what is possible in practice” become imperative in the attempt to understand in its complete sense the Miss Adegor’s narrative.

Thus, the missing gap between ideas shared on social media such as the Stephanie Idolor’s short video clip on Miss Success Adegor that revealed the poor side of school administration in Nigeria and the likely gap in the practical steps to remedy the problem at the grassroots constitute what this study is aimed to bridge.

The study, therefore, answers the question if Miss Success Adegor’s story transcends social media for practical applications in the school's good governance/administration in Nigeria.

Objectives of the Study

The broad objective is to ascertain how the ideas shared on Stephanie Idolor’s short video clip on Miss Success Adegor and Nigerians’ reaction to it, impact practically on the school's administration in Nigeria.

The specific objectives are:

1. To determine the awareness level of Stephanie Idolor’s short video clip on Miss Success Adegor among parents, teachers and school administrators in Nigeria.
2. To determine the knowledge level of Stephanie Idolor’s short video clip on Miss Success Adegor among parents, teachers and school administrators in Nigeria.
3. To evaluate the practical impact the Stephanie Idolor’s short video clip on Miss Success Adegor has on school administration in Nigeria.

Research Questions

- i. What is the awareness level of Stephanie Idolor’s short video clip on Miss Success Adegor among parents, teachers and school administrators in Nigeria?
- ii. What is the knowledge level of Stephanie Idolor’s short video clip on Miss Success Adegor among parents, teachers and school administrators in Nigeria?
- iii. To what extent has the ideas shared on the internet about Stephanie Idolor’s short video clip on Miss Success Adegor translated into a better practical administration of primary school education in Nigeria.

Hypotheses

- **H₀₁**: There is no statistically significant relationship between the ideas shared by parents, teachers, and administrators on the internet concerning Stephanie Idolor’s short video clip on Miss Success Adegor and better practical administration of primary school education in Nigeria.
- **H₀₂**: The awareness and knowledge of the viral video of Success Adegor made by Stephanie Idolor do not have a significant effect on recent developments regarding the administration of primary school education in Nigeria.

Previous Research

The media has continued to act as a vehicle to convey information to target audiences. The process of getting information across to people has advanced to the level of

computer-mediated communication or "use of any technical medium for transmission across time and space" (Davis, 2000: 1).

In today's global village, the connective cord remains with the power of social networking. The idea of a network has for long live with science. Elefant (2011) drew from microbiologists and ecologists' backgrounds to offer a scientific meaning in terms of cell movement and environment connectivity to networking. Eke and Singh (2018) drawing from the work of Adujo (2010) added the social dimension angle to networking.

Currently, the idea of social networks propelled by the power of Information Communication Technology has become commonplace or better still a growing phenomenon in aiding and enhancing traditional classroom teaching and school administration (Al-Mukhaini, Al-Qayoudhi, and Al-Badi, 2014). To Cox and McLeod (2014) social media use in school administration is an expectation and no longer optional.

Srivastava (2012:12) defines a social networking service as "an online service, platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections". Thus, the idea propounded by European Commission to push for schools, schools' administrators and other stakeholders to develop Networks for learning and development across school education would readily tap into the social networking grid to make an impact in schools' administration (European Union, 2017).

Stephanie Idolor's short video clip on Miss Success Adegor further adds another dimension of the use of social media to expose negligence and corruption in schools, thereby, calling attention to the management of schools, especially primary schools. Frolova, Antonova, Khamitova, Zakirova, and Chukmarova (2017) noted a similar case to that of Miss Adegor where "requisitions in schools and kindergartens, news schools" in a large community online with 8239 participants in the Republic of Tatarstan stressed on the problem of dishonesty and corruption in kindergartens and schools. In another clime in the United States, Mele (2017) reported how in Pittsburg High School in Pittsburg, Kan, students' journalism efforts helped expose the inadequacies in the credential of a newly hired principal who was shamed to resign.

Eke and Singh's (2018) study on Social networking as a strategic tool in the management of school- based violence reached a conclusion that resolved the questions raised in the issues thrown up by Frolova, Antonova, Khamitova, Zakirova (2017) and Chukmarova and Mele (2017) studies. Eke and Singh noted that "the information gathered by school managers through social networking enables them to develop intervention strategies in high schools that reduce school-based violence and create school climates that promote teaching and learning in uMgungundlovu district of KwaZulu-Natal, South Africa." Thus, Social networking does not only expose what the problems areas captured in the Stephanie Idolor's short video clip on Miss Success Adegor but also has within it, the potentials on how such issues can be resolved through collective participation.

It is in line with the above analogy that Brett (2003:1) in critical analysis of participatory theory declared that "participation has emerged in response to global demands for greater individual and social control over the activities of state and private agencies such as 'primary school'. The author further argues that a good organization can only emerge successfully from a participatory approach only if it is worked through an institutional arrangement that maximizes accountability.

In the author's words:

...Participation can succeed for specific kinds of projects and programmes in favourable circumstances but is unsuitable for many others. It commonly fails in contexts where local conditions make co-operative and collective action very difficult, or where it is manipulated by implementing agencies to justify their actions or poor performance (Brett, 2003:1).

It could be recalled that traditional Weberian bureaucratic theory was what drove post-colonial development in government parastatals and agencies in a monocratic or otherwise absolutistic top-down fashion and this alludes to Bretts' possible participatory failure concept above. Thus, when scholars like Ajibade (2016) advocates a neo-Weberian approach to public service delivery in Nigeria, he did so without proper identification of the role of participation in the process.

Blaire (2000) reported the significant role participation and accountability in government at the local level play to meet citizens' desires for more effective service delivery in a six-country study sponsored by USAID in Bolivia, Honduras, India, Mali, the Philippines, and Ukraine.

PARTICIPATORY DEVELOPMENT THEORY

The wheels of development need the oil of education to the grid (Sachs, 2015). Willis (2011) categorized the development mentioned by Sachs as human development rather than development for economic sake. Education remains a key criterion for the measurement of Human Development Index (HDI). Outside of education the other two criteria for HDI are life expectancy at birth and standard of living (To, 2016). UN (2015) opined that global leaders generally believe that education remains one of the pillars that will contribute to poverty eradication as indicated in the Millennium Development Goals (MDGs). This makes Miss Adegor's story to be very interesting in the development cum participatory development arena.

Thus, this study is anchored on the participatory development theory. The social media where Stephanie Idolor's short video clip on Miss Success Adegor debuted is all about participation. The issues raised in the video are all about development – school development. And "Over the past 30 years, we have placed our faith in state controls, markets, and now in 'bottom-up' systems based on participation and empowerment" Brett (2003:2).

In all of these, the theory of human relationships can be embroiled in this participatory approach where the "fundamental problems in all organizations that are in developing and maintaining a dynamic and harmonious relationship" can be resolved (Kariuki, 2014). Kariuki (pp. 21-22) further notes that:

From the experiments carried out by the Hawthorne Studies to determine the relationship between productive work and use of incentives, the study showed that there was an increase in productivity of work when incentives such as special recognition were given to selected workers. Thus pegged to this research, when parents, teachers, and administrators are recognized and involved in the school management, it will motivate them to work harder and improve the schools... Human Relations Theory enables the education administrators

and school managers to recognize the human factor in educational organizations through the involvement of all the stakeholders in the school management. Each member of the school is an important component of the achievement of the schools' objectives.

The principles of the bi-dimensional model and multi-dimensional models shared by Cheng (2002) can also be applied to the participatory theory articulated in this study to further explain how the greater involvement of parents, teachers, and administrators in decision making would help to break down the top-down decision making blockage. The author discussed absolutism and relativism in actual and desired participation in the decision making involvement circle. This critical analysis helps determine the level of autonomy and decision making in the participation process or what Arnstein (1969) would term as a ladder of citizens' participation and, what Pretty (1995) would refer to as typologies of participation and, Bray (2001) would class as degrees of community participation. Further conceptualization of these concepts would lead to the analogy by Alutto and Belasco (1973) who developed a discrepancy measure of three dimensions:

- Decision deprivation, involvement in fewer decisions than desired.
- Decision equilibrium, involvement in as many decisions as desired.
- Decision saturation, involvement in more decisions than desired.

No doubt the first dimension would create an inferiority complex domain that would not bring out the best out of parents, teachers, and administrators in participating in the governance of schools. They would feel alienated and not being part of the decision-making process thereby re-enacting the top-down flow of order; the second would be the satisfaction domain that optimizes performance as a result of inclusive bottom-up participation. And the third a burden domain that requires the attention of development communicators to evaluate and properly capture within the scope of the participatory theory of development for people ownership of projects. Could this be the reason why participation may not necessarily succeed all the time? Or better still, presents an insight into the weak points that exist when critical stakeholders take decisions without knowledge nor technical expertise.

RESEARCH METHOD

The cross-sectional research method was adopted for the study to sample the view of parents, teachers and school administrators in Delta State. Delta State was where Miss Adegor's story emanated and was therefore purposively selected for the study to evaluate its practical impact on school development in the state.

The National Population Commission (NPC, 2006) gave the population of Delta State to be 4,112,445 in 2006. Projected to 2019 using 2.7% would yield a population of 5,814,547. A breakdown of the population to the three senatorial districts would show Delta North with 1,748,756 from its original population of 1,236,840 (NBS, 2011:33); Delta Central 2,221,021 from its original population of 1,570,858 (NBS, 2011:33) and Delta South with 1,844,769 from its original population of 1,304,747 (NBS, 2011:33).

Applying Little Dumb Doctor Tutorial (2017), the Taro Yamane's sample size selection formula was played out to determine and justify the selection of 350 as the sample size for the study and deemed to be representative of the population of the Delta State from which it was drawn. Thus, a breakdown of the sample size to the three senatorial districts in Delta

State would give for Delta North 105 (30% of 350), 134 respondents for Delta Central (38% of 350), 111 respondents for Delta South (32% of 350).

The nature of the nominal and ordinal data gathered through the administration of styled questionnaire renders itself to descriptive and inferential methods of analysis, specifically percentages, mean, standard deviation and F-Statistics were used while deploying the Minitab 18 and Stata.13 analytical tools where applicable. Male and female respondents of age 18 and above were selected through a multi-stage sampling approach from rural/urban areas of selected LGAs and senatorial districts.

Table 1: Sample Distribution to States, Senatorial Districts, LGAs, and Communities

States	Senatorial Districts	Selected LGAs from Senatorial Districts	Selected U/R localities from
Delta (350)	Delta North (105)	Ika South (63)	Agbor (U) (63)
		Ndokwa West (42)	Abe (R) (42)
	Delta Central (134)	Sapele (80)	Sapele (U) (80)
		Ethiope East (54)	Okurekpo (R) (54)
	Delta South (m)	Warri South (67)	Warri (U) (67)
		Isoko North (44)	Oyede (R) (44)

Source: Fieldwork (2019)

Note: A United Nations (1986) report on Nigeria's Rural and Urban Population which was modified by Onibokun and Faniran (2013) gave the ratio of urban to rural areas population in Nigeria in 2015 to be 125,343,000 to 103, 411,000 and, will rise to 173,135,000 to 107,758,000 in 2025. The Nigerian Government over the years equally has unfavorable education policies towards the rural areas in Nigeria (Uzobo, Margeret, and Jackson, 2014). For every 100 children who have access to primary education in Nigeria, only 68 do so in the rural communities (AREAi (2015). Thus, since schools and administration offices are more in urban centers, 60% was allocated to urban areas and 40% to rural areas in the questionnaire distribution.

To know if the findings of the study truly represent the phenomenon it claims to measure, a content validity test in Abraka, an urban town in Delta Central Senatorial District and Isheagwu rural community in Delta North Senatorial District was carried out to further show how the domain of measurement was sampled through the administration of the research instrument which yields a high correlation result of .50 The reliability of the instrument was determined through a professional peer review of the questionnaire.

Measurable Variables

Sex, age, area of the dwelling, school location, education, and marital status was the Standard demographic/socio-economic status (SES) variables that were used for the study. Questions that sought demographic data were asked to measure the variables. (See question 1-6 in appendix A).

Dependent Variables

- Cell Phone/computer ownership and access to social media: Respondents were asked Yes or No questions to measure the variable.
- Awareness level of Stephanie Idolor's short video clip on Miss Success Adegor among parents, teachers and school administrators: respondents were asked Yes or No question if they watch the Miss Success Adegor's video.
- Knowledge of Stephanie Idolor's short video clip on Miss Success Adegor among parents, teachers and school administrators: Respondents were asked in a Likert scale styled

questions if they know what the video is about, what the video exposes and determine the change impact the video is likely to have on society.

- Practical Application of Stephanie Idolor's short video clip on Miss Success Adegoin School Administration: Respondents were asked in a Likert scale styled questions if the video impact on their attitude to work, illegal collection of fees, examination malpractice and to know if the video made government to take action on school administration.

PRESENTATION OF RESULT AND DISCUSSION

This section presents the results of the data analytical procedures. The data analyzed in this section were obtained through the questionnaire designed to specifically elicit responses from the sampled respondents of this study.

Questionnaire Return rate

A total of 350 questionnaires were distributed. 327 were retrieved. Return rate is: $327/350 \times 100 = 93\%$

Demographic Characteristics

The study used SES demographic characteristics of sex, age, school system, location of school, marital status and education level to look at the parent's, teacher's and administrator's appropriateness in responding to the ideas shared on the internet concerning Miss Adegoin's video and better practical administration of primary school education in Delta State.

Data Analysis of Socio-Demographics of the Respondents

Table 2: Distribution of Respondent's Socio-Demographics

Sex	Frequency	Percentage (%)
Male	125	38.2
Female	202	61.8
Total	327	100
Age	Frequency	Percentage (%)
18 – 40	203	62.1
41 – above	124	37.9
Total	327	100
School System	Frequency	Percentage (%)
Parents	129	39.4
Teacher	101	30.9
Administration	97	29.7
Total	327	100
Location of School	Frequency	Percentage (%)
Rural	78	23.9
Urban	249	76.1
Total	327	100
Marital status	Frequency	Percentage (%)
Married	277	84.7
Single	50	15.3
Total	327	100
Educational Level	Frequency	Percentage (%)
Primary	38	11.6
Secondary	64	19.6
Tertiary	225	68.8
Total	327	100

Source: Fieldwork (2019)

From table 2 above, the study has more male 125(38%) than female 202(62%) who are mostly of the age bracket of 18- 40 years. This agrees with existing realities where the youths dominate the participation level in social media. The demographic characteristics further revealed that parents are more in study 129(39%) closely followed by teachers 101(31%) and school administrators 97(30%) who are residents mostly in urban areas 249 (76%) with rural 78(24%). This is also in agreement with the instrument administration consideration where parents who are more in number have more attention in the distribution of questionnaires than teachers and school administration in that chronological order of the most populated to the least populated. Over two-thirds of the respondents, 277 (85%) compared to 50(15%) that are single. Over two-thirds of the respondents have tertiary education.

Table 3: Awareness of Miss Success Adegor video

Items	Yes	No	Total
Own cell phone/computer/have access to social media	319	8	327
Watch the Success Video	250	69	319
Shared the video	78	172	250

Source: Fieldwork (2019)

From table 3, 319 (98%) of respondents representing a high score of over two-third out of 327 respondents said they either own a cell phone, a computer or have access to social media. Only 8(2%) do not possess any of the above gadgets nor have access to social media. The result is in tandem with the current trend in the society where social media is the new media in vogue and serves as a major means of broadcasting information in Nigeria. Out of the 98% that own a cell phone, a computer or have access to social media, 250(78%) said they watch the Miss Success Adegor video as against 69 (22%) who did not view the video. This indicates a high score on awareness of the video. Also, only one third that is 78 respondents making (31%) shared the video out of the 250 respondents that watched it with over two-third of the respondents 172(69%) not sharing it.

Table 4: Mean Scores and Standard Deviation of the knowledge of Success Adegor's Viral Video

Questionnaire Items	N	Male		Female		Grand Mean	Remarks
		\bar{X}	SD	\bar{X}	SD		
The Success Adegor's Sapele Girl School Fees Video is about a primary school matter	250	1.518	1.162	1.916	1.179	1.784	Knowledgeable
The Success Adegor's Sapele Girl School Fees Video was about a small girl in pain of a denied education	250	1.409	0.495	1.629	1.073	1.556	Knowledgeable
The Success Adegor's Sapele Girl School Fees Video further exposes decay in our educational system	250	1.747	0.778	1.755	1.259	1.752	Knowledgeable
The Success Adegor's Sapele Girl School Fees Video is enough to cause a change in primary school administration.	250	1.409	0.681	1.557	1.027	1.508	Knowledgeable

Source: Researcher's Computation, 2019

Table 4 presents the mean responses and standard deviation on the knowledge of Success Adegor's viral video and the responses to questionnaire items 10, 11, 12 and 13 have been presented. Accordingly, the result indicates that with a grand mean of 1.784, the

respondents attested to the fact that they know that the viral video of Success Adegor is about a primary school matter. Table 4 also reveals the mean response relating to whether the viral video was about a small girl in pain of a denied education. Interestingly, the grand mean rating of 1.556 for the respondents is an indication of the fact that the respondents are of the view that the viral video was about a small girl in pain of a denied educational opportunity. Also, from Table 4, we observe that item 12 of the questionnaire, the mean obtained for both male and female respondents is 1.747 and 1.755 respectively. The grand mean for this questionnaire item is 1.752. Impliedly, the respondents agreed that the viral video of Success Adegor further exposes the decay in the educational system, particularly in Delta State. Additionally, concerning the response to item 13 of the questionnaire, one would observe that with a grand mean of 1.508, the obvious is that the respondents generally believe that the viral video of Success Adegor is enough to cause a change in the administration of primary schools in Delta state.

Table 5: Mean Scores and Standard Deviation of the Practical Application of Success Adegor's Viral Video to School Administration

Questionnaire Items	N	Male		Female		Grand Mean	Remarks
		\bar{X}	SD	\bar{X}	SD		
The Success Adegor's Sapele Girl School Fees Video positively change my attitude to work	250	2.506	1.492	2.874	1.341	2.752	Applicable
The Success Adegor's Sapele Girl School Fees Video helped to stop the collection of illegal levies in primary schools	250	3.036	1.707	3.179	1.179	3.132	Applicable
Money collection was reduced in the last Primary Six Leaving Certificate Examination	250	1.855	1.289	2.760	1.538	2.460	Applicable
The Success Adegor's Sapele Girl School Fees Video minimized officially aided examination malpractice in the last Primary Six School Leaving Certificate Examination	250	2.771	1.633	3.425	1.199	3.208	Applicable
A special task force was set up to oversee the administration of the primary school as a result of the Success Adegor's Sapele Girl School Fees Video	250	2.711	1.366	3.922	0.944	3.520	Applicable

Source: Researchers' Computation, 2019

Table 5 presents the mean responses and standard deviation on the practical application of Success Adegor's viral video and the responses to questionnaire items 14, 15, 16, 17 and 18 have been presented. Accordingly, the result indicates that with a grand mean of 2.752, the respondents attested to the fact that the viral video of Success Adegor has positively changed their attitude to work. Table 5 also reveals the mean response relating to whether the viral video has helped to practically stop the collection of illegal levies in primary schools. Interestingly, the grand mean rating of 3.132 for the respondents is an indication of the fact that the respondents are of the view that the viral video has largely reduced the level of collection of illegal levies in primary schools in Delta State. Also from Table 5, we observe that concerning item 16 of the questionnaire, the mean obtained for both male and female respondents is 1.855 and 2.760 respectively. The grand mean for this questionnaire item is 2.460. Impliedly, the respondents agreed that primary school pupils were still charged levies in the last primary school leaving certificate examination in Delta State. Additionally, concerning the response to item 17 of the questionnaire, one

would observe that with a grand mean of 3.208, the obvious is that the respondents generally believe that the viral video of Success Adegor minimized officially aided examination malpractice in the last primary six schools leaving certificate examination in Delta state. Finally, the grand mean obtained for item 18 of the questionnaire is 3.520 which suggests that on the average, the respondents are of the view that the viral video of Success Adegor has resulted in the setting up of a special task force to monitor the administration of primary schools in Delta State.

Test of Hypotheses

Hypothesis I

There is no statistically significant relationship between the ideas shared by parents, teachers, and administrators on the internet concerning Miss Success Adegor's video and better practical administration of primary school education in Delta State.

Table 6: Result for the test of Hypothesis I - analyzing the relationship between shared ideas of parents, teachers and administrators and better school administration

Source	Sum of Squares	Df	Mean Square	Focal	P-Value	Remark
Between Groups	78.3064043	2	39.1532021	57.88	0.0000	Significant
Within Groups	167.081753	247	0.676444344			
Total	245.388157	249				

Source: Researcher's Computation, 2019

Table 6 presents the result of the test of hypothesis I of this study. As shown in the table, the computed value of the Focal is 57.88, a value greater than the table value of 2.996 ($F_{crit2, 247}$). The probability value obtained for Fcal is 0.0000 indicating that the result is significant at 0.05 level of significance. Since the value of Focal is greater than the table value of F at 0.05 level of significance, the null hypothesis that there is no statistically significant relationship between the ideas shared by parents, teachers, and administrators on the internet concerning Miss Success Adegor's video and better practical administration of primary school education in Delta State is rejected. This study, therefore, concludes that there is a statistically significant relationship between the ideas shared by parents, teachers, and administrators on the internet concerning Miss Success Adegor's video and better practical administration of primary school education in Delta State.

Hypothesis II

The awareness and knowledge of the viral video of Success Adegor do not have a significant effect on recent developments regarding the administration of primary school education in Delta State.

Table 7: Model Summary (Pract. Admin = f (Awareness of video, Knowledge of video))

Dependent Variable: Practical School Administration				
Variables	Coefficient	Std. Error	t-Statistic	Prob.
C	-1.38787	0.3163299	-4.39	0.000
Awareness of Video	2.373361	0.2700794	8.79	0.000
Knowledge of Video	0.8499037	0.711044	11.95	0.000
R2	0.5935	MS Residual		0.40381094
Adjusted R2	0.5902	SS Residual		99.7413022
Root MSE	0.63546	Df		2/247
F-statistics – F (2, 247)	180.34	p-value > F		0.0000

Source: Compilation from Stata (13.0) Output – 2019

Table 7 presents the result of the test of Hypothesis II of this study. As indicated, the coefficients of awareness and knowledge are positive (2.373 and 0.8499 respectively)

which suggests that both variables have a positive association with the administration of primary schools in Delta state. Also, we observed that the respective values for t-stat of 8.79 and 11.95 for awareness and knowledge, with their respective p-values of 0.000 each indicate that on an individual note, both variables have a significant influence on recent development on the administration of primary schools in Delta state. Additionally, the computed value of F (Fcal) is 180.34; a value that is greater than the table value of 2.996 (Fcrit2, 247). The probability value obtained for Fcal is 0.0000 indicating that the result is significant at 0.05 level of significance. Since the value of Focal is greater than the table value of F at 0.05 level of significance, the null hypothesis that the awareness and knowledge of Stephanie Idolor's short video clip on Miss Success Adegor that went viral does not have significant effect on recent developments regarding the administration of primary school education in Delta State is rejected. This study, therefore, concludes that the awareness and knowledge of Stephanie Idolor's short video clip on Miss Success Adegor that went viral have significantly affected recent developments regarding the administration of primary school education in Delta State. This result further confirms the result of the test of hypothesis I of this study.

Discussion of Findings

The findings indicate that Stephanie Idolor's short video clip on Miss Success Adegor has a high awareness level of 78%. This is ascribable to Miss Adegor flawless, fluent and sonorous use of the Pidgin Language which is the trademark of Delta State people to express her pain. The video also has a grand means of 1.556 to 1.784 on all measurable items on knowledge indicating respondents understand very well the reasons for the outcry it generated over the decay and other corrupt practices experienced in primary schools. Juxtapose with Nwakpa (2015), Alabi et al. (2014) and Tahir (2005) lamentation over the decadent state of primary schools, the findings put the video in positive lights, that is, it instigates development

The findings also agree with Stapenhurst's (2000) view that execution of development programmes by governments or development agencies is greatly influenced by the nature of the information disseminated, how the message was circulated and as McLuhan (1967:107) will also put it "the medium is the message." Thus, Oji (2018) findings would have been different if government mobilization of public opinion in support of its communicated anti-corruption policies in Nigeria has a good communication component. This noticeable gap, according to Daft and Lengel (1986), can be closed by introducing elements of information richness used in the running of organizations. The authors defined information richness as "the ability of information to change understanding within a time interval".

Richer information is probably harder to come by, and we need to fit richness of information to the need and use of the information. We want to reduce equivocality to the point that when people communicate, they establish a shared view of events, especially external events affecting the campaigns (organization) (Daft and Lengel, 1986:534)

Cai and Jun (2015) gave another perspective on what could have helped in the success of Stephanie Idolor's short video clip on Miss Success Adegor to impact on society. To the authors, a key component that can make campaign information to make an impact on the target audience rest on the media richness of the medium deployed in a particular campaign. Cai and Jun's analogy resound McLuhan's "the medium is the message" which in

this case represent social media. The power of social media (internet) cannot be underestimated. This explains why (Madu, 2016) thinks that a serious campaign group or organization cannot do without social media as its communication component. In the same vein, Kaul (2012:2) submits that “immersion in the digital world is now or soon to be a requirement for successful participation in society.” It transcends the print and broadcast media, pulling all media forms together and facilitating messages across to billions of users. In this regard, any reasonable information is bound to provoke the public to discuss. Such is the case of Miss Adegor’s story.

CONCLUSION

Miss Adegor’s story, though unplanned, is a success in terms of what can be achieved with communication. The child’s vomit of her pains was real. Her desire to be flogged and remain in school rather than be sent home was classic and motivating. Stephanie Idolor, the video maker calm voice was good enough to motivate Little Adegor’s to fully vent her anger and pain. This short video clip of an untrained filmmaker was top-notch for development communication. It mirrors the impact a home language can have on people. It showcases the fact that naturalness constitutes one of the missing links in development communication messages. The message thus is very clear: How rich the information is should also constitute how natural the information is. Target audiences can see through artificialities.

The video debuted on social media (internet) – the new bride of communication. And it breaks all the barriers in the communication process. It breaks the barrier of language as Pidgin is well understood by both the educated and uneducated people of Delta State, Nigeria. It also breaks the barrier of distance. The popularity of social media with over 55.5% Nigerians participating on the internet help to bring the message home to Delta State people of Nigeria.

Thus, in a steady flow, Miss Adegor’s story hit hard at the grass-root, sending negative feedbacks to the government on its school development efforts. Government reaction by the sack of the Head Teacher and the setting up of a panel is bound to have a spiral effect on the development of schools as the results in the study indicate. Little Success Adegor is the winner. Through her boldness, succor has come the way of many school children.

RECOMMENDATION

The popularity of the Miss Success Adegor’s video made by Stephanie Idolor indicates that care should be taken in the framing of development communication messages in a down-to-earth manner without any trace of a sham.

Since all media vary in their carrying capacities to induce communication for sustainable social change and development, the media richness of a medium used for any campaign should be well evaluated for the proper delivery of intended information to reduce equivocality. Thus, to deploy social media for positive and corrective usage in community development, there is the need to fit richness of communication channels to the need and use of the information.

The video of Miss Success Adegor made by Stephanie Idolor brought to the fore the need for proper usage of social media influentials as a catalyst of change in the society. Another outcome of the Miss Success Adegor’s video is the need for proper use of social media for community engagement.

The decay that the Miss Adegor's story exposed in primary school administration in Delta State, Nigeria is enormous. The government should not relent but continue to build on what development efforts Stephanie Idolor's short video clip on Miss Success Adegor was able to instigate.

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